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ABSTRACT

This manual describes the procedures for planning and implementing a co-located or shared-site intergenerational day care program, based on the experiences of the Generations program in Columbus, Ohio. Part 1 of the manual defines co-located or shared site programs, provides a rationale for providing co-located child day care and adult day services, and suggests possible sites for such programs. Part 2 describes the Generations Program, a collaboration between a day program for older adults and younger adults who are physically or cognitively impaired, and a YMCA child care center. The adult program operated on the first floor of a shared building and the child care center operated on the second floor. The description includes program goals, the individual programs, and a summary of the findings of an evaluation of the intergenerational components of the programs. Part 3 outlines the development and implementation of an intergenerational program, including: (1) administration and management, design and construction, and fundraising; (2) staffing, including shared staffing, the intergenerational coordinator position, and recruitment and selection; (3) staff training, parent and family participation, and adult client and child orientation; (4) ongoing funding of the program; (5) specific design issues, such as program structure, and joint programming; (6) program evaluation; and (7) ideas for ensuring program success, noting the importance of the coordinator position and staff recognition. Appended are the coordinator position description, sample activities, evaluation materials, and resources. (KB)

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Generations

A Co-Located Intergenerational Day Care Program

ED 409 993

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Replication Manual

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INTRODUCTION

We introduce you here to the procedures for the planning and implementation of a quality co-located day care program, based on the experience of the Generations program in Columbus, Ohio.

Although we concentrate on the adult and child day care experience at Generations, which is a free-standing program, we also provide ideas and guidance that we believe can be useful to readers who may wish to establish co-located sites in hospitals, nursing homes, or other similar locations.

Our approach is one of example. We hope that this story of one co-located program will give you a deeper appreciation of the issues and problems you may face and help you find needed solutions.

We also recognize that the Generations experience does not occur in isolation – the program has drawn ideas from other models and programs. Therefore, we have included basic information about co-located programs and specific resources to which you can turn for additional information. We have also included some ideas for enhancing the Generations model, suggestions which you may find useful as you develop your own program.

This publication grew out of a 1995 - 96 evaluation of the Generations program that was conducted by Generations Together, an Intergenerational Studies Program at the University of Pittsburgh. We have included some information and recommendations from that evaluation. The complete evaluation is available from Generations.

BACKGROUND

Definition of Co-Located Programs

Providing non-residential care for older and younger persons together is a relatively new, but growing phenomenon. Co-located adult/child day services such as those found at Generations are even more recent than are the models where a nursing home or other older adult living facility houses a child care center.

The varied terminology reflects the new and expanding nature of these facilities. The term "co-located" is of recent vintage. In manuals published in the 1980s (Hegeman, 1985; Vujovich, 1987), the term was "child care in _____" followed by locations such as "nursing home" or "long-term care settings." This usage implied that a child care center was to be integrated into an existing older adult living facility and reflected most of the models then in existence.

"Co-located" indicates a more truly intergenerational approach, with the care for the young and the care for the older adults given equal importance. The term is used to refer to a variety of arrangements including those where both agencies provide day services only and those where one agency provides residential care (usually for the older adults) and one does not.

In the case of Generations, "co-located" refers to a setting in which day care is provided for young children and for adults in the same physical environment. Separate staffs specialize in each population, but an intergenerational coordinator oversees activities that are appropriate for both age groups. At Generations, "co-located" extends to adults and children sharing facilities such outdoor space when children are with the older adults so that they interact informally throughout the day.

A second term now emerging is "shared site" programs. The American Association for Retired Persons is using this term in a project initiated in 1995. Their definition of "shared site" is not unlike that of co-located sites given above:

Intergenerational Shared Site Programs are those in which multiple generations receive on-going services and/or programming at the same site and interact through regularly scheduled planned and informal intergenerational activities.

We choose to use the term "co-located," recognizing that for practical purposes "shared site" would serve just as well.

We are not including in our definition all intergenerational programs that occur in nursing homes, adult or child day care centers, or other facilities. For example, many community service and service-learning programs provide opportunities for youth to visit older adults in nursing homes or personal care homes. Likewise, older adults -- as employees and as volunteers -- provide intergenerational child care to children in a variety of settings. These intergenerational efforts are not co-located programs because each program is housed in a separate site.

Rationale for Co-located Programs

Co-located programs provide many positive benefits to both young and old. These benefits have just begun to be formally recognized. For example, in 1995, the Office of Inspector General of the U.S. Department of Health and Human Services reviewed 15 co-located programs and concluded that:

- Seniors in co-located programs benefit from the increase in activity levels and gain a sense of self-worth from their interaction with children.
- Children in co-located programs benefit from sharing the knowledge, skills, and experiences of the seniors, enriching both the children's and the seniors' lives. The children learn to accept aging as a natural part of the life experience.

The Inspector General's report suggests that the intergenerational activities improve the overall well-being of the participants and may contribute to a delay in older persons' entry into nursing homes. They also found that cooperation between the partnering organizations benefitted the community (Brown, 1995, p. ii).

Among the other benefits of co-location are the following:

- Co-located programs increase efficiency. One building, not two, is required. Two programs can share the costs of items such as a copier, a FAX machine, or a computer.
- Co-location eliminates barriers to intergenerational programming. Transportation is a major problem for many intergenerational visitation programs. Driving a few children a mile across town to a nursing home is a major task. Co-location eliminates this transportation barrier.
- Co-location provides the shared space and close physical relationship that allow for spontaneous intergenerational interactions as well as for planned programs.
- Co-located programs increase volunteerism by older adults and teach children the importance of caregiving.

- Co-location is a positive public relations and marketing strategy. It expands the audience interested in the program and appeals to many families and parents who like to see their children or relatives in a family like setting.
- Co-location increases learning as older adults share skills and pass on knowledge.
- Co-location increases understanding of aging and older persons by children, and of children and young families by older adults.
- Co-location provides a wealth of social and emotional benefits. The older adults experience increased self-worth and a greater sense of being needed and cared for, while children receive positive nurturance and non-judgmental, caring relationships.
- Co-location increases the ability to raise funds and to survive during times of cutbacks, particularly when those cuts are for services to one age-group and not the other.

Status of Co-Located Programs

The number of co-located programs in the United States is increasing significantly. In particular, programs in which adult day services and child day care services are co-located have emerged as an important new model in the 1990s. At present there is no accounting of the types and numbers of sites across the United States. However, the American Association of Retired Persons' Shared Site Project is surveying agencies nation-wide to try to gather some of this information.

Suggested Sites for Co-Located Programs

Co-location has developed in response to demands for efficiency, for better ways to meet the needs of older adults and children, and for improved intergenerational programs. The opportunity to serve at one site families who have both older and younger members who need care has prompted some systems to start co-located facilities. The possibilities for the types of programs that can share their sites is great and is not mandated by one model or point of view.

The partner that serves the older adults may be:

- An adult day center
- An assisted living/residential care facility
- A continuing care retirement community
- A nursing home

- A senior center
- A senior housing facility.

The partner that serves the children and youth may be:

- A child care center
- A Head Start program
- A before- and after-school program
- A school (elementary or other).

As an alternative to locating at one of their facilities, the co-locating partners may choose to locate in a new site such as:

- A hospital
- A church
- A workplace
- A community center
- An independent building.

Despite their diversity, co-located intergenerational programs share many common characteristics. The Generations program, while it represents only one of many possible models, has much to offer as you plan and develop your own co-located site.

GENERATION'S PROGRAM DESCRIPTION

Generations is a collaborative, intergenerational partnership of Heritage Day Health Centers and the YWCA of Columbus, Ohio. Heritage Day Health Centers operates an adult day program for approximately 50 persons on the first floor of the shared building; the YWCA operates a child care center for approximately 62 children on the second floor. The cooperative intergenerational program spans the entire facility.

One unique aspect of the Generations program is the nature of the collaboration between these two agencies. The agencies did not merge to create Generations; rather, each agency operates its own program at the site, with the intergenerational program serving as the link.

Goals

The following goals guide Generations' development and implementation:

- To provide affordable child and adult day care services to the community by sharing financial and program resources between two agencies.
- To create a day care environment that is stimulating, educational, and supportive by broadening opportunities for personal development and social interaction for each adult and child.
- To create a model of intergenerational day care so that others may learn of the benefits of shared interactions and life experiences.
- To create a model of collaboration that will inspire others to form meaningful partnerships among businesses and service organizations throughout the community.
- To provide needed health services to children and adults and to provide a clinical educational site for medical, nursing, and teaching educational programs.

In addition to these formal goals, Generations also seeks to provide service to downtown and inner-city Columbus, build a service that is on the forefront of human services and is new in Columbus and Ohio, serve any client in need of services, and develop a commitment to quality service and to doing the program "right."

History and Background

The Generations intergenerational program developed in the context of an increasing need for both child care and adult day services. Research by Action for Children, the Central Ohio Area Agency on Aging, and the Ohio Department of Aging documented the need for these services.

Their findings showed, for example, that working single parents and families with two working parents lacked sufficient child care options, particularly for newborns or infants under two. For mothers in transitional housing programs, lack of affordable child care was one of the greatest barriers to family stabilization and self-sufficiency.

Likewise, working persons with parents or other relatives in need of care during the day often had difficulty finding that care. Caregiving responsibilities weighed heavily upon these persons' work lives, sometimes causing them to turn down promotions or transfers. Caring for older adults also carried an uncertainty about length of caregiving, a concern not generally associated with caring for children.

The Generations partnership and center emerged from recognition of these needs, from the YWCA's interest in child care, and from Heritage's related interest in finding a larger space for adult day services near the center of Columbus.

There are other, less tangible factors which contributed to the development of this successful project. Heritage and YWCA leaders had been interested for years in developing a joint project, and, for several Heritage staff members, the intergenerational collaboration represented the fulfillment of an 11-year dream. Other factors included the inherent appeal of the project, easily translatable into community support, and the challenge of implementing a program that could be brand new to the Columbus area.

That the project met well-documented needs and interests was only part of the reason for its successful launch. Also important to getting Generations off the ground was a "let's-get-it-done" philosophy held by both partners.

Partners

Heritage Day Health Centers

Generations' adult day services component, Heritage Day Health Centers, provides comprehensive services with two goals:

- To help people function at their optimum level of independence within the community.
- To provide support and respite to caregiving family members.

The adult day portion of the program serves two populations. One group is older adults with an average age of 75. They are physically and/or cognitively impaired persons who need care and supervision during the day, while their caregivers work or attend to other responsibilities. Nearly all live with a caregiver – a child, a grandchild, a spouse – because they can not live alone. Approximately 60 percent or more have Alzheimer's Disease or a related dementia.

Generations and the three other Heritage sites serve older adults who need specific kinds of structured services, care, and supervision. Older adults who are fairly independent are referred to less-structured programs such as senior centers. Moreover, over the past decade, the acuity level of adult day center clients has increased. The increase is due, in part, to the changes in the health care industry, including the earlier discharge of patients from hospitals. Some clients now come to Generations with feeding tubes, on oxygen, and with multiple medical needs.

Generations also serves a smaller group of younger adults who are very physically or cognitively impaired. These people, who range in age from 25 to 55 years of age, need services, care, and supervision during the day similar to those needed by the older adults. Nearly all live with family, generally parents, a spouse, or sometimes siblings. They have suffered brain injury, a major stroke, a heart attack, or have diseases such as multiple sclerosis or severe arthritis. This group adds a third generation to the intergenerational center, but because of their acute physical needs, present new care and program challenges to the staff.

Generations adult day services are open Monday to Friday, 7:30-5:30 p.m. About half the clients come 5 days a week and the other half from 2 to 4 days a week. There is a 2-day-a-week minimum to ensure continuity. Transportation to and from the center is provided for those who need it.

The center provides nursing services, personal care (bathing, showering, and grooming), physician-prescribed rehabilitation therapies, meals and snacks (including those for restricted diets), and therapeutic activities, such as music and art.

YWCA Child Day Care

The Generations child care program is operated by the YWCA of Columbus. Its purpose is to serve at-risk, low-income children of parents involved in transitional housing programs. Before the Generations center opened, the YWCA had three centers serving homeless children in emergency shelters. The Generations center was built to be the next step up for women leaving the emergency shelter during the period of transition: gaining independence, finding independent housing, and going back to school and work.

The Child Development Council's Head Start program – which has one classroom in the center – and Amethyst – which needs child care services for its drug and alcohol recovery clients – joined in the development of the Generations child care center. These groups brought to the program funding and links to low-income clients. The CDC Head Start program is a half-

day program; the partnership with Generations allows Head Start-eligible children in the transitional programs to have child care services all day in the same building. Amethyst provides a formal treatment program in which women stay for about 18 months to get sober and to deal with multiple issues including physical and sexual abuse, lack of education, unemployment, and poverty.

About 90 percent of the 62 children (six weeks to six years) come from families below the poverty level. Some have been in foster care and some were born addicted to drugs or alcohol. The children who have been in foster care may have been there while their mothers were in treatment programs. Thus, they do not always know their mothers very well. Stress and behavior problems are quite common among the children, though not universal.

Amethyst has participated in the development of the Generations child care center, but is not a formal partner in Generations. Its interest has been in increasing the child care services available to women in its programs, many of whom live close to the Generations site. The Amethyst program offers different levels of care which diminish over time. Child care is critical for women in the first and second levels. The jobs program subsidizes child care and transportation. They have a number of housing sites including some units that women can eventually own themselves.

The Effects of the Program

The evaluation carried out by Generations Together in 1995 - 96 found that participants benefit from the Generations model in a number of important ways:

Effects on Families of Adults Attending Generations

- Ninety-six percent of the adults tell their families that they like Generations.
- Generations receives universally high ratings from family members. More than three out of every four are very satisfied with the care given.
- Two-thirds of the families report that their family member has changed positively since they started at Generations.
- The adults often talk to their family about the children at Generations (only ten percent never mention them).
- Four out of five adults tell family members they like the children.
- Families notice changes in family members' behavior including that they are more sociable, feel happier, and talk more.
- Families tell how Generations benefits them as much, if not more, than it benefits their

family members who attend. The program gives them the breaks they need to remain employed or keep appointments with their doctors.

- Generations plays a role in families' decisions to keep family members out of a nursing home. One person writes: "We just took her out of a rest home. She had given up. Thank God for Heritage and Passport [Ohio's Medicaid waiver]! She has improved 98 percent."
- Families praise Generations with comments like:
 - "I am really impressed ... the mingling makes the older adults feel needed and responsible."
 - "I feel more centers like Generations should open across the United States."
 - "Your facility has been a Godsend for us. [Our family member] doesn't participate a lot, but he hates missing one day."

Effects on Parents of Children Attending Generations

- Ninety percent of parents report that they are very satisfied with the care their children receive at Generations.
- The children tell their parents that they like Generations. Only three percent tell their parents they do not like it.
- Thirty-nine percent of the parents say that their child talks about the older adults at least sometimes.
- Over half the parents report that their children tell them that they like the older adults at Generations.
- Half of the parents report that their child's behavior has improved since they started at Generations. Only three percent report that their behavior has gotten worse.

Of the parents who indicate that their children like to go to Generations, one says: "Every morning she anxiously gets into her coat and is waving good-bye to mama before dada even gets on his coat." Other parents say that their children enjoy friends and are attached to their teacher at Generations.

A few parents report that their children tell them things like "we visited the grandpas and grandmas today" or "we went downstairs to have lunch with them." Parents also report that their children enjoy being with the older adults, ask if they can take them home, and talk about specific activities.

Only a handful of parents (three percent) indicate that their children talk about the adults with disabilities. A few say that their children do not talk about these adults or feel their children do not understand disabilities. A few children ask their parents questions about disabilities.

The parents indicate a number of changes in their children's behavior since they started to attend Generations. Most frequently they note that their children behave more independently and socialize more. Others say that their children share more often, listen to adults, interact better with others, have more self-esteem, are more developed cognitively, or are more expressive.

Staff Responses

- The majority of both staffs are new to intergenerational activities. Twenty-five percent of the child care staff worked previously in intergenerational programs. None of the adult day services staff had experience in intergenerational settings.
- The adult day services and child care staff members hold similar opinions about the ideal length of intergenerational activities (15 to 30 minutes) and the ideal number of children to be involved in these activities. However, the two staffs differ on the ideal number of older participants to be involved in intergenerational activities. The child care workers prefer that fewer older adults be involved in activities.
- Child day care staff and adult day services staff differ in their opinions on the ideal level of intergenerational activities at Generations. Over 40 percent of the child care staff say the center has too few intergenerational activities. In contrast, all the adult day service workers say that there are enough intergenerational activities.
- The adult day services workers put less emphasis on the importance of the intergenerational nature of Generations than do the child care workers.
- Fifty percent of the child care staff say that the intergenerational nature of Generations makes their job easier. In contrast, 26 percent of the adult day services staff say this.

Staff members report that the presence of the children changes the behavior of the adults at Generations. They report that when the children are present:

- The atmosphere in the adult day center improves.
- The adults initiate more unplanned experiences, smile more, and try more activities.
- The adults express more interest, and demonstrate more energy and enthusiasm.
- The center has an atmosphere of fun, has more laughter, and seems more upbeat.

- The adults have a focus.

Staff members also note that a few adults become agitated or impatient with rowdier children and move away from them.

The presence of the adults changes the behavior of the children at Generations. In the presence of the adults the children are:

- More trusting
- More caring and respectful of the adults
- Less fearful of the adults
- More confident
- Better behaved.

DEVELOPING A CO-LOCATED PROGRAM

Partnering or Operating Under One "Ownership"

The Generations partnership was built not only on the history of individual and agency partnering, but on a shared vision of what an intergenerational partnership would look like. Heritage and the YWCA shared a philosophy of taking their respective child care and adult day care expertise and linking them in a facility so that each group could do what it did best. The partnership did not intend to build a new, independent organization with its own expertise in intergenerational care, but to link two independent organizations under one roof with joint programming.

This approach is played out in how space is used within the center. The Generations building is leased and is located near their building just off Broad Street. Heritage and YWCA have separate five-year leases for the sections of the building each uses. Each has responsibility for some of the joint use areas such as the elevators. Likewise, the formal contracts for services for the building such as garbage pickup and cleaning are assigned to one of the partners, who bills the other for their portion of the service.

Administration and Management

Each organization is responsible for its own program and its own staff. Administrators prefer this approach because each group brings experience and expertise in its own domain. They can learn and cooperate on the intergenerational program, but they do not have to take on the burden of running a program with which they are not familiar.

The working relationship is marked by collegiality and frequent discussion. Although the responsibilities for various portions of the building (i.e. the elevator) and the formal relationship between the two organizations was set down in writing by their attorneys, there is little reference in day-to-day practice to these formal links. Rather, the important links are personal, established within the center through cooperation and negotiation around the intergenerational program. The intergenerational coordinator is responsible for facilitating the smooth operation of the program and promoting ongoing cooperation and negotiation.

Design and Construction

Generations is housed in a two-story, free-standing building. There is access by foot from the street and by vehicle through an attended parking lot, with plentiful parking next to the building.

The adult day care activities are located on the ground floor. There is a large activity room with windows to the offices and to a first-floor nursery and an open kitchen. Off the large room are a smaller activity room and craft area and a young adult activity room. The first floor also has a beauty shop and offices for the social worker and the intergenerational coordinator, a nurse's office, and an activities office. A treatment room provides private space for physical care. Large bathrooms and a laundry room are adjacent to the large activities areas.

The elevators to the second floor are reached either through a separate outside exit or through (locked) doors near the nursery. On the second floor are classrooms for Head Start, older infants, toddlers, and preschool (two rooms). The hallway is configured in the shape of a "road" for indoor play space. A kitchen, three offices, a conference room, and a meeting and telephone area for staff complete the second floor space.

To design the kind of facility they wanted, the Generations' founders hired an architect - who was not a specialist in adult day or child care centers - to work with them on renovation. Among the important physical features that they included during the renovation were the following:

- A large open space in the adult area provides room for group activities but has smaller adjacent spaces that can be closed off with folding partitions for quieter activities. The design minimizes the need to move people around frequently.
- Staff offices are located just off the large open space and have windows that look out on that room so staff working in their offices can observe activities.
- The adult day and child day care have separate entrances to accommodate differences in opening and closing times and differences in speed at which various age groups enter and leave. Because it faces a greater risk from entry by unauthorized persons, the child care area has a more secure entrance.

The design includes a number of features that encourage adult/child interaction, among them:

- The infant room is located at one end of the first floor next to the entrance. A large observation window opening into the adult area allows adults to observe the children and to see when there are opportunities to go into the infant room to rock or play with the infants.
- The windows in the small group room face the playground. This allows adults to observe the children, including older adults who may not wish to directly interact with the children, but who enjoy watching them play.

- The large adult day room allows for interaction between groups of older adults and groups of children in such activities as morning exercises.

Among the needs apparent as the program developed has been one for better designed outdoor space that can be shared by older adults and children.

Fundraising

The building was substantially renovated for Generations use with an allowance from the lessor and funds raised in the community. All told, some \$600,000 was raised from city, county, foundation, and corporate funds. The composition of the capital startup funding was as follows:

State	9%
City	10%
Foundation	12%
Corporate	38%
Private	5%
Other	26%
	100%

Heritage Day Health Centers' reputation contributed to their ability to raise funds for Generations. Bonnie Walson, Executive Director of Heritage Day Health Centers, says:

"Who we are -- our reputation -- allowed us to do this as easily as we did it. Because we were known for very high quality services and because our name is synonymous with good adult day care and advocacy for clients, there was no question we were going to get community support."

Likewise, the community recognized and supported the unique role of the YWCA in providing child care for high risk and homeless children. This led to strong support for developing child care in a co-located site as an especially effective and innovative way to meet the needs of highly stressed children lacking extended family contacts.

Also important to the fundraising efforts was a continual effort to bring the program to the attention of potential funders. Bonnie Walson gives an example of how the intergenerational resource center began:

"Another thing that helps is to constantly be bringing your program before people. There's a program in our city called Leadership Columbus where young corporate managers are groomed to be community leaders and they have to do a volunteer project. When someone from the group called soliciting ideas for a project, I said, 'We are developing a new intergenerational day care center and we could use a resource and media center. Could you help us with that?' Their original idea had been to fund a video

library for a nursing home, but they agreed to come and talk. Once they came and heard what our plans were, they really became enthused. They raised almost ten thousand dollars to furnish our intergenerational resource center! For successful fundraising, you have to spend time and initiative getting out and telling your story."

STAFFING

Shared Staffing

Heritage and the YWCA each employ their own staff for the Generations center. Adult day staff report to Heritage and child care staff report to the YWCA. The intergenerational coordinator is an employee of Heritage. Her relationship to the child care staff is collegial, not supervisory.

The two programs share a receptionist who is an employee of Heritage, with reimbursement from the YWCA. Staffing levels and requirements, training (other than intergenerational), and supervision are the responsibility of each organization.

Specific grants have allowed Generations to hire specific staff persons, including part-time art and music therapists. A full-time nurse hired under a grant and working primarily with the adults has proved to be an added benefit for the children. She is on-site in case of emergencies, keeps track of children's medical records to determine when they are about to expire, and arranges for well-baby care for homeless children.

As Generations prepared to open, Heritage already had adult day services staff in place. The YWCA hired people to staff the Generations child care program, advertising that they were looking for people to work at an intergenerational child care center.

Intergenerational Coordinator Position

The Intergenerational Coordinator, an employee of Heritage Day Health Centers, is the key position in the Generations model. Long before Generations opened, the Heritage staff focused on the importance of having a person specifically designated as the intergenerational coordinator and having her located on-site at Generations. In part, her role is that of buffer between the adult day and the child care staffs (see job description in addenda).

Recruitment and Selection

When Heritage hires replacement staff, recruiting is done through local papers with the announcement indicating that the position is at an intergenerational site. In their interviews, all candidates are asked about their attitudes toward working with older adults and with children.

They are also asked about their feelings of working in an intergenerational program and what they believe are the benefits of an intergenerational program.

Recognition

At Generations the YWCA and Heritage each do their own formal staff recognition activities. However, the two staff have joint potlucks during work time, participate together in community events (such as a race where participants obtain pledges to walk), and host the United Way Community Care Day when volunteers from corporations come to Generations to do specific tasks like paint the fences or mulch the grounds.

Staff Issues

The philosophy of senior management in both organizations is that administrators administer broadly. They visualize, partner, and raise funds -- and allow the other professionals to perform their day-to-day work with a relatively free hand.

Generations holds combined staff meetings the second Monday of every month when the adult day services staff and the child care staff review the calendar and make new suggestions for the next month. They also discuss any problems that may be intruding on the smooth operation of Generations.

TRAINING

Staff

Initial training

Before Generations opened in 1994, the intergenerational coordinator conducted three sessions of joint training for the adult day and child care staffs. The first session included "icebreakers" to introduce staff members to one another, an introduction to the intergenerational program, and a discussion of the program's philosophy.

In the second session, the emphasis turned to building sensitivity to the two age groups. A representative from the Area Agency on Aging conducted training on aging and a child development expert discussed high-risk children's behaviors and how parents' drug and alcohol abuse might affect that behavior.

The final session brought both staffs together in small groups to discuss calendar planning, issues such as the positive and negative aspects of working together, and possible conflicts the staff members would encounter. As a large group the staff members discussed specific issues that they would soon face such as what term they should use to refer to the older adults.

On-going training

Generations' on-going training occurs at the monthly meeting of the lead child care teachers and the adult day activities staff. At these meetings, they discuss the monthly calendar, problem-solve, discuss children that might benefit from special help, and review activities for the next month. In addition, the intergenerational coordinator sometimes conducts presentations at the child care staff meeting.

The staff of one partner sometimes attends training held for the other partner's staff. For example, the Heritage staff has attended YWCA training on sexual behavior, positive language and discipline, and multicultural issues.

Parents and Families

Generations finds that both parents and families do not always attend activities organized for them. Most have full, hectic lives. In general, they learn about Generations from the calendar and from a bulletin board in the hall.

Client and Child Orientation

The Heritage social worker talks with the adults and their families about the children at Generations. New children come in at any time and participate immediately with a group of children who have already been involved in the intergenerational activities.

ONGOING FUNDING

Most Generations clients are low-income and the cost of their care is paid for by various government programs. For example, the Heritage Day Health Centers clients are supported in the following ways: 35 percent by Medicaid, 25 percent by the County Levy for Older Adults Services, 7 percent by Title XX of the Social Security Act, and 8 percent by the Veteran's Administration. Only 25 percent pay privately on a sliding fee scale. For the child care program, the high level of paperwork related to child care reimbursement creates a good deal of staff stress. The level of reimbursement for each child is somewhat lower than it is for adult day services.

Ongoing Funding (Adult Day)

Federal	
Medicaid	35%
Social Security Title XX	7%
Veterans Administration	8%
State	7%
County Levy	25%
City	1%
Private	1%
Fees	10%
United Way	5%
Other	1%
	100%

Ongoing Funding (Child Day)

Federal (Head Start)	17%
County	12%
City	10%
Foundations	17%
Corporate	30%
Private	11%
In-Kind	3%
	100%

Licensing and Standards

The YWCA is licensed by the Ohio Department of Human Services. Adult day services are not regulated in Ohio. Fire inspectors come to inspect the facility and various funders send inspection teams to review and approve the site and services.

DESIGNING AN INTERGENERATIONAL PROGRAM

The presence of a very specific, visible structure has been an important guiding principle in the organization of Generations' intergenerational program. The calendar of intergenerational activities provides this structure, serving as a planning document for both staffs while providing leeway for spontaneous interactions between children and older adults.

Generations' joint programming is of three kinds: planned calendar events, spontaneous interaction, and planned one-to-one pairing. The planned intergenerational calendar provides for scheduled activities each day for at least some of the children. Many of these activities are

developed from activities already on the adult day services calendar. For example, in preparation for the adults' Chinese New Year celebration the pre-schoolers engage in an intergenerational lantern-making activity. Then, on the day of the celebration, the children participate with the older adults in their Chinese New Year activities.

A second important set of intergenerational activities are spontaneous. These group activities occur when staff members believe an opportunity exists for interaction between children and adults. For example, someone may notice that the weather is nice outside and say to the older adults: "It's warm out today. The babies are going out. Do you want to go for a walk with them?" Adults may also come in at any time to pick up and rock infants in the nursery on the first floor.

The design of the building and the regular interaction that it encourages contributes to these spontaneous intergenerational activities. One staff member says of the regular movement of children through the first floor: "It's like being at home." She explains that when children go to the nurse or come down with a child care staff member to cook something, they pass by many older adults. Typically, the older adults reach out to the children much as would happen if a child entered a room in the course of everyday living at home.

A third type of intergenerational activity are individual relationships fostered by staff between a child who is having difficulties and an older adult deemed appropriate for that child. Teachers may approach the intergenerational coordinator, noting that they have a child who needs more attention or who is restless during nap time. The coordinator then finds an older adult with whom to pair the child for an indefinite period of time.

The Generations program efforts are shaped by a number of ideas, including:

- The importance of program collaboration between the adult day and child care programs
- The value of a shared philosophy among staff members about programming
- Openness to experimentation
- An approach that starts adults and children separately on activities and then brings them together for an intergenerational activity
- Activities which emerge from watching people's interests.

See the Addenda for examples of Generations' intergenerational activities and related materials.

ASSESSING PROGRAM IMPACT

Importance of Assessment

Many different organizations and people have expressed interest in the Generations program. The evaluation Generations Together designed and carried out sought to learn about Generations' effectiveness and about how parents, families, and staff view the program. One objective of the evaluation was to develop tools and procedures that Generations could continue to use to gather information (the parent, family, and staff questionnaires, for example).

Basic statistics about the Generations program (average age of clients, how long they have been in the program, how many clients are supported by what sources) contributes to the understanding of the program and to marketing and public relations efforts. Examples of these types of information are found throughout this publication. This information is collected as part of Generations programming and client records.

Staff members also collect anecdotes that illustrate particular strengths or characteristics of the program. To many people, anecdotes convey what the program is, and how it is benefitting people, better than do numbers on charts or graphs. This type of information is collected through staff reports, periodic conversations with families and parents, and on written questionnaires. Examples of these kinds of information are also found in this report.

Simple Ways to Track Information

Generations uses a more formal, but still quite manageable assessment, done with simple questionnaires given to parents, family, and staff. Examples of the questionnaires are included in the addenda. Most important in the development of the questionnaires were a number of discussions and reviews to ascertain that the information being collected was that which was most helpful to the program. For example, at one review session Heritage administrators realized that it would be very useful for them to know from families how participation at Generations affected decisions about nursing homes. Appropriate questions about this topic were then added to the family survey.

Families and parents receive the questionnaire in the mail with a brief cover note and an addressed return envelope. They are encouraged in person and through newsletters to return the surveys promptly. Staff are given work time to fill out their questionnaire and are ensured confidentiality.

FURTHER THOUGHTS AND SUGGESTIONS

Generations and its story offers one successful model for a co-located adult and child day care program. Other models may prove to be equally successful. Our experience at Generations suggests ideas for ensuring success with the model and for improving it. Here are some of these ideas:

The Intergenerational Coordinator

The Intergenerational Coordinator position is key. The person filling this role must have

- Experience working with both children and adults
- Knowledge of child development and adult development theories and practice
- Experience in staff management
- Understanding of the systems that serve young children and older adults
- Experience in programming and activity development
- Appropriate specialized training.

Staff Recognition

Staff recognition is vitally important in what can be a very demanding position, particularly when persons are called upon to work with a new population. Some ideas for recognition include:

- Personal acknowledgment
- Special events to honor staff
- Opportunities for staff development
- Individual staff provide training for others
- Increased status and responsibility.

Staff Issues

Staff in co-located programs will face a number of issues that administrators and supervisors must address directly and quickly:

- Lack of knowledge of other populations
- Inadequate time to plan activities
- Stress with own clients
- Inadequate training
- Lack of previous co-training
- Differing philosophies.

Other Models

Other models can be considered, particularly under circumstances different from those found at Generations:

- The program could be one administrative entity with one coordinator reporting to a single director
- A team could report to the director
- All planning could be done under the supervision of the intergenerational coordinator.

CONCLUSION

We have introduced the procedures for planning and implementing a quality co-located day care program, based on the experience of Generations. We hope that the example detailed here of one co-located program has given you a deeper appreciation of the issues and problems you may face and offered you useful suggestions and direction.

ADDENDA

Staffing

Activities

Evaluation Materials

Resources

Heritage Day Health Centers
Position Description

POSITION: INTERGENERATIONAL COORDINATOR

DESCRIPTION:

The Intergenerational Coordinator develops, implements, and supervises intergenerational programs and activities of the Heritage Day Health Centers. The Intergenerational Coordinator facilitates and encourages each participant to function as independently as possible both within and outside of the center.

JOB DUTIES:

1. Plans, designs, and implements intergenerational activities for participants individually, in small groups, and collectively, including, but not limited to, arts and crafts, discussions, exercise groups, and guided outings.
2. Trains direct staff working with the intergenerational program and provides continuing education and supervision.
3. Develops and utilizes community resources, donated materials, and new program ideas.
4. Maintains appropriate files and records of activities.
5. Supervises and co-evaluates adult day care staff and volunteers.
6. Plans for and purchases supplies and equipment within budgetary limitations.
7. Coordinates special events with other Center staff, family of participants, appropriate departments throughout Heritage Village, and with other adult day care and child care centers.
8. Works with adult day care activity director and child care director to determine appropriate clients and children to be involved in the intergenerational program.
9. Leads the intergenerational team -- consisting of adult day care staff and child care staff -- to create exciting programs and calendar of events.
10. Assumes administrative responsibilities necessary for maintaining current records and reports.
11. Is aware of agency personnel, participant care, and emergency procedures.

12. Is familiar with adult day care and child care licensing laws.
13. Coordinates and participates in staff and consultation meetings and acts as team member in evaluation of participants and the intergenerational programming.
14. Respects the privacy of program participants by keeping in confidence the information about their medical and psychological history that is available to staff members.
15. Assumes any other duties as assigned by Executive Director.

QUALIFICATIONS:

1. Desirable to have some understanding of the physiological, psychological, emotional, and social development of older adults and children, especially those adults with medical disabilities.
2. Must be willing to work with the aged, chronically ill, and young children.
3. Must be physically capable of participating in and conducting a variety of programs.
4. Must be able to communicate effectively with older adults and young children.
5. Must be able to work cooperatively with other staff, families, and members of the general community.
6. Must be flexible.
7. Must be able to adapt to a variety of working conditions.
8. Desirable to have knowledge or experience in therapeutic activities or its equivalent and knowledge or experience in child care.
9. Desirable to have valid driver's license.
10. Must be willing to work independently and provide leadership and guidance to other staff members.

RESPONSIBLE TO:

Executive Director

ACTIVITIES

Activity 1

Title: Beauty Corner

Description: Women and girls painting each others' nails

Group Size: 1 to 3 children, 1 to 3 adults

Objective(s): Social interaction between older adults and children

For children: To care for someone else and receive personalized attention

For adults: To feel useful by giving care to the young children

Time Needed: 30 to 45 minutes

Materials: Nail care supplies, covering for table

Staff Roles: Supervisory

Procedure: Gather children and adults after setting up supplies

Comments: "Works well in small groups, stimulates conversation between generations."

Activity 2

Title: Play Group (toddlers)

Description: Toddlers and small group of older adults play together

Group Size: Large group

Objective(s):

For children: To become comfortable with older adults and learn to interact with them at an early age

For adults: To provide a purposeful role for older adults through guiding the children's play

Time Needed: 30 minutes

Materials: Materials to carry out the activities listed below

Staff Roles: To encourage and guide the children and adults to do things together. To aid the children in forming relationships with older adults

Procedure: Set up in an activity circle

Comments: "We have really seen the children who started from a younger age be more comfortable with the older adults as the children themselves get older"

Example of Each Activity:

- Throwing balloons
- Playing dress-up
- Eating breakfast together
- Using puppets
- Throwing bean bags

Activity 3

Title: Teddy Bear Tea Party

Description: Tea Party with dress-up hats, tea, and muffins

Group Size: 5 children, 5 adults

Objective(s): To create an atmosphere for interaction and sharing of life stories and favorite things

For children: To enhance children's social skills and closer relationship with the older adults

For adults: To provide an atmosphere for reminiscing and sharing life stories with the children

Time Needed: 45 to 60 minutes

Materials: Tea set, teddy bears, old hats, decorative cups and plates, muffins, and tea or hot chocolate

Staff Roles: Facilitator

Procedure: Prepare food (schedule baking activity for the day before), set table, and distribute hats to participants

Comments: "Just a fun time!"

Questions to Stimulate
Conversation:

- What is your favorite food?
- Have you ever been to a tea party before?
- What other kinds of parties have you been to?

Activity 4

Title: Be a Clown

Description: Clients and children make each other up as clowns and perform some clown stunts

Group Size: Large group

Objective(s): To provide interaction and fun through imagination

For children: To provide expression of creativity and exposure to drama

For adults: To provide an outlet for creativity, stress, and/or depression

Time Needed: 60 minutes

Materials: Washable clown make-up, clown-style clothes, umbrella, masking tape, feather dusters, and music

Staff Roles: Facilitator

Procedure: Aid children and adults in making each other up

Comments: Set up stations for make-up. After all the participants have make-up on, play things like walk the tight rope carrying the umbrella and using masking tape on the floor for the tight rope. Sing "You are My Sunshine" and use the feather dusters to tickle and make people smile.

- Pass out smile stickers
- Give out balloons
- Give time for the children and adults to make up each others' faces

Activity 5

Title: Mardi Gras Parade

Description: Children and adults create Mardi Gras floats in small groups and then culminate in a parade

Group Size: Several small groups

Objective(s):

For children: To use imagination and observe older adults having fun

For adults: To have fun and feel useful in helping children to create

Time Needed: An hour for making the floats and an hour for having the parade

Materials: Boxes, string, scissors, glue, beads, colored paper, and art supplies

Staff Roles: Aid both populations in the creative process

Procedure: Each group creates their own float which is used in the Mardi Gras Parade on Fat Tuesday

Comments: Have a panel of judges to judge floats and give out prizes

Other

Mardi Gras

activities: Making masks and making beaded necklaces

EVALUATION MATERIALS

Sample Questionnaires

Cover Letter

To: Generations Adult Day Care and Child Day Care Staff

From: Bethany Nicholson, Generations
Chris Ward, Generations Together

Date: November 1995

Generations Together, from the University of Pittsburgh, is evaluating Generations' intergenerational activities.

As part of the evaluation, we would like to learn the opinions of all the child day care and adult day care staff. We want to learn what you think about the intergenerational activities and training, and what it's like to work at the center.

Your opinions are very important to us. They will be used to improve the program and to help establish similar programs in other cities.

All your replies are confidential. They will not be identified with you. Individual surveys will not be seen by any person associated with Generations. Generations Together will summarize the information from the surveys and include it in the final report.

Directions:

Please complete the survey as completely as possible. Do not put your name on the survey or on the return envelope.

When you have finished, put the survey in the attached envelope and seal it. Then return the sealed envelope to Bethany Nicholson. She will forward it to Generations Together.

Thank you for your help in this important matter!

Staff Survey

Directions: We would like your opinions about Generations intergenerational activities. Please answer each question as completely as possible. Feel free to add your comments and ideas. Do not write your name on the survey.

1. Do you work in: (**check one**)
 - ☐ Child day care
 - ☐ Adult day care
2. How long have you worked at Generations? (**check one**)
 - ☐ Since it opened in 1994
 - ☐ Six months to one year
 - ☐ Three to six months
 - ☐ Less than three months
3. Before you began work at Generations, how much had you worked with intergenerational activities? (**check one**)
 - ☐ A great deal
 - ☐ Some
 - ☐ Not at all
4. In your opinion, how has the presence of the children changed the behavior of the adults at Generations?
 - 4a. Please give at least one example of adults' changed behavior:
5. From what you have seen, how has the presence of the adults changed the behavior of the children at Generations?
 - 5a. Please give at least one example of children's changed behavior:
6. In your opinion, how has the presence of the children benefitted the adults at Generations?
 - 6a. Please provide examples of benefits to the adults:
7. In your opinion, how has the presence of the adults benefitted the children at Generations?
 - 7a. Please provide examples of benefits to children:

8. Which intergenerational activities do you think have worked best?
- 8a. Why have these activities worked so well?
9. Which intergenerational activities do you think have not worked well?
- 9a. Why have they not worked?
10. What do you think is the ideal number of adults to have in an activity with children?
(**check one**)
☐ 1 to 2
☐ 3 to 5
☐ 6 to 10
☐ 11 or more
11. What do you think is the ideal number of children to have in an activity with adults?
(**check one**)
☐ 1 to 2
☐ 3 to 5
☐ 6 to 10
☐ 11 or more
12. In your opinion, how long should an intergenerational activity last? (**check one**)
☐ Less than 15 minutes
☐ 15 to 30 minutes
☐ 31 to 60 minutes
☐ 60 or more minutes
13. Do you think that the number of organized intergenerational activities at Generations is (**check one**)
☐ Too few
☐ About right
☐ Too many
- 13a. Please explain your answer.
14. How has working at Generations affected you:
- 14a. professionally?

- 14b. personally?
15. When you come to work each day, how important is it to you that Generations serves both adults and children? (Check one)
- ☐ Very important
 - ☐ Important
 - ☐ Somewhat important
 - ☐ Not at all important
- 15a. Please explain:
16. Does having both adults and children in the same building make your day-to-day work: (Check one)
- ☐ Much easier
 - ☐ Easier
 - ☐ About the same
 - ☐ More difficult
 - ☐ Much more difficult
- 16a. Please explain:
17. Since you started to work at Generations, the amount of training you have had related to your responsibilities in the intergenerational program has been: (Check one)
- ☐ Too little
 - ☐ About right
 - ☐ Too much
- 17a. Please explain:
18. What kinds of additional training related to the intergenerational program would be useful to you?
19. In your opinion, how can Generations' intergenerational activities be improved? Please be as specific and detailed as possible.
20. We hope to help other communities establish intergenerational centers like Generations. What have you learned working here that would be helpful for other centers to know?

Parents Survey

Directions: Please answer each question. Feel free to write comments for any question. Use the back of the page, if needed. Do not put your name or your child's name on the survey.

1. How old is your child? Years ___ Months ___
2. How long has your child attended child care at Generations? (**check one**)
 - ___ Since Generations opened in 1994
 - ___ Six months to one year
 - ___ Three to six months
 - ___ Less than three months
3. What does your child say about Generations? (**check one**)
 - ___ Likes it very much
 - ___ Likes it
 - ___ Does not like it
 - ___ Does not say anything about itPlease explain:
- 4A. How often does your child talk about the elderly people at Generations? (**check one**)
 - ___ Frequently (at least once a week)
 - ___ Sometimes
 - ___ Rarely
 - ___ NeverPlease explain:
- 4B. What does your child say about the elderly people at Generations? (**check one**)
 - ___ Likes them very much
 - ___ Likes them
 - ___ Does not like them
 - ___ Does not talk about themPlease explain:
- 5A. How often does your child talk about the people with disabilities at Generations? (**check one**)
 - ___ Frequently (at least once a week)
 - ___ Sometimes
 - ___ Rarely
 - ___ NeverPlease explain:

- 5B. What does your child say about the people with disabilities at Generations? (**check one**)
- ☐ Likes them very much
 - ☐ Likes them
 - ☐ Does not like them
 - ☐ Does not talk about them
- Please explain:
6. What changes have you noticed in your child's behavior since he/she started child care at Generations? (**please check one**)
- ☐ Behavior has improved a great deal
 - ☐ Behavior has improved
 - ☐ Behavior hasn't changed
 - ☐ Behavior has gotten worse
- Please explain what changes you have observed:
- 7A. Children and adults at Generations do activities together. Which activities have you heard about? **Please list below:**
- 7B. How did you learn about these activities?
- ☐ From my child
 - ☐ From another parent
 - ☐ From a Generations staff member
 - ☐ Other. Please list:
- 8A. Is there an older person at Generations who your child talks about regularly?
- ☐ Yes
 - ☐ No
- 8B. **IF 8A is YES**, what does your child say about this person?
9. Generally, how satisfied are you with the care your child receives at Generations?
- ☐ Very satisfied
 - ☐ Satisfied
 - ☐ Not satisfied
 - ☐ Not sure
- Please explain:

10. Please rank the following on how important they are to you in a child care center. Rate the most important 1, the next most important 2, etc. The least important is 6.
- ___ the activities for the children
 - ___ the teachers and staff
 - ___ the building and equipment
 - ___ the presence of older persons
 - ___ the location
 - ___ the meals and snacks
- Please explain:
11. Please tell us any other opinions or suggestions you have about the child care at Generations and the activities with children and older adults.

Family Survey

Directions: Please answer every question. Feel free to write additional comments. Use the back of the page, if needed. Do not put your name or your family member's name on the survey.

1. How old is your family member who attends the adult day center at Generations?
Age in Years ____
2. How long has your family member attended the adult day center at Generations?
(**check one**)
 - ___ Since Generations opened in April 1994
 - ___ Six months to one year
 - ___ Three to six months
 - ___ Less than three months
3. How many days each week does your family member attend the adult day center at Generations? (**check one**)
 - ___ One day
 - ___ Two days
 - ___ Three days
 - ___ Four days
 - ___ Five days
4. What does your family member say about the Generations adult day center? (**check one**)
 - ___ Likes it very much
 - ___ Likes it
 - ___ Does not like it
 - ___ Does not say anything about itPlease explain:
- 5A. How often does your family member talk about the children at Generations adult day center? (**check one**)
 - ___ Frequently (at least once a week)
 - ___ Sometimes
 - ___ Rarely
 - ___ NeverPlease explain:

- 5B. What does your family member say about the children at Generations adult day center? (**check one**)
- ☐ Likes them very much
 - ☐ Likes them
 - ☐ Does not like them
 - ☐ Does not talk about them
- Please explain:
6. What activities does your family member say he/she likes to do with the children at Generations adult day center? (**Please list**)
7. What changes have you noticed in your family member's behavior since he/she started attending the adult day center at Generations? (**check one**)
- ☐ Behavior has changed a great deal
 - ☐ Behavior has changed somewhat
 - ☐ Behavior hasn't changed
 - ☐ Not sure
- Please explain what changes (if any) you have observed:
- 8A. Adults and children at Generations do activities together. Which activities have you heard about? **Please list below:**
- 8B. How did you learn about these activities?
- ☐ From my family member who attends Generations
 - ☐ From another family
 - ☐ From a Generations staff member
 - ☐ From some written material about Generations
 - ☐ Other. (**Please specify**):
- 9A. Is there a child at Generations adult day center who your family member talks about regularly?
- ☐ Yes
 - ☐ No
- 9B. **IF your answer to 9A is YES**, what does your family member say about this child?
10. Generally, how satisfied are you with the care your family member receives at Generations adult day center?
- ☐ Very satisfied
 - ☐ Satisfied
 - ☐ Not satisfied
 - ☐ Not sure
- Please explain:

11. At the time you enrolled your family member at Generations adult day center, were you considering nursing home placement? **(circle one)**
Yes No
- 12A. At the present time, are you considering nursing home placement? **(circle one)**
Yes No
- 12B. Because of your family member's experience at Generations, have you decided
— Not to place him/her in a nursing home
— To delay placing him/her in a nursing home for now
— To place him/her in a nursing home soon
— The experience at Generations has made no difference in our plans
13. Please tell us any other opinions or suggestions you have about the adult day center and the activities with children and older adults at Generations.

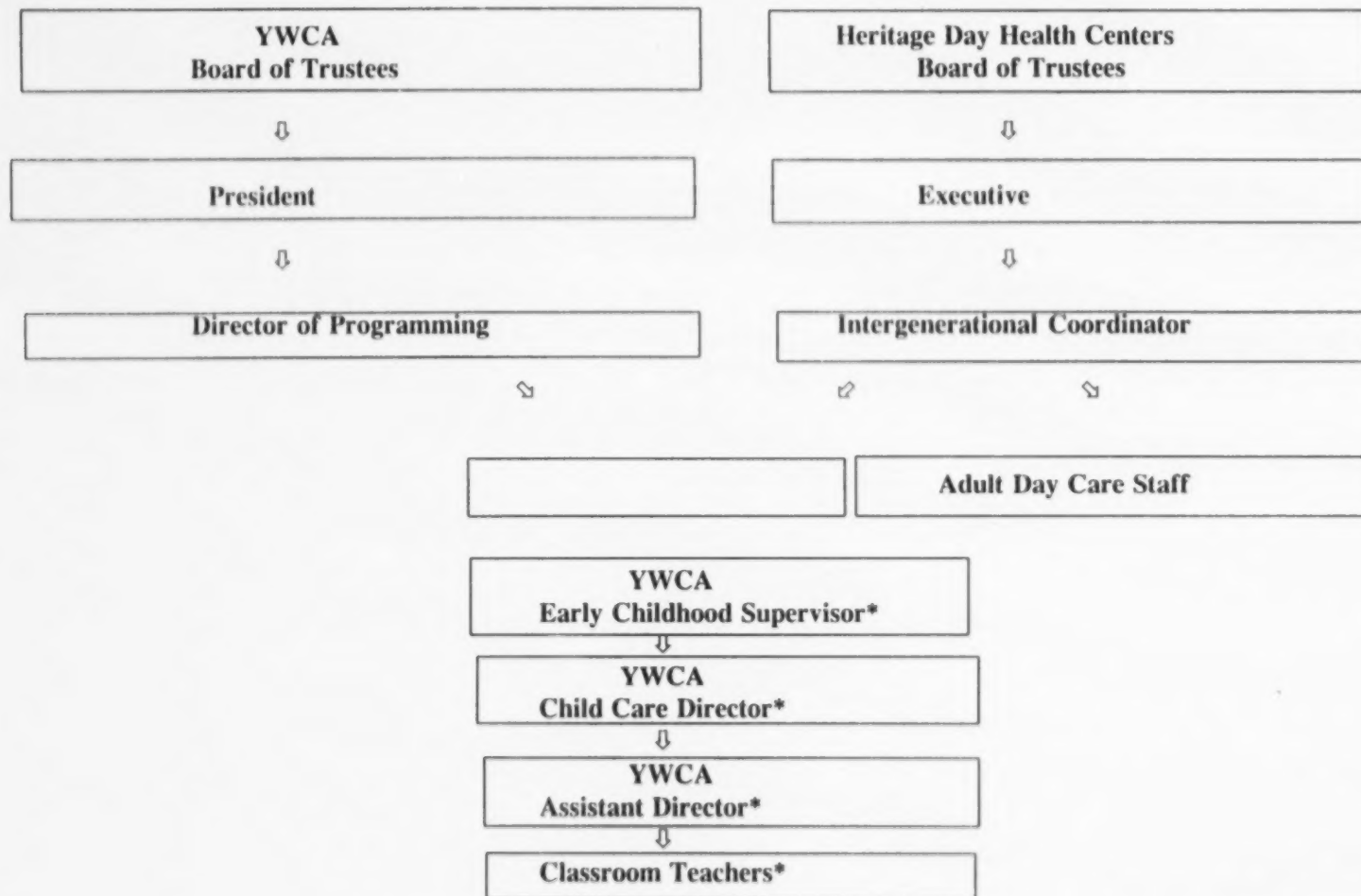
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Information of these and related articles are available through Generations Together's Intergenerational Resource Center. Call: 412-648-2209, or write: 121 University Place, University of Pittsburgh, Pittsburgh, PA 15260.

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Generations TABLE OF ORGANIZATION



*Relates but does not report to Intergenerational Coordinator

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